Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Per.: \_\_\_\_\_\_\_\_

**Task: Building an Argument – Parallel Lines and Transversals RUBRIC**

PART I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5** | **4** | **3** | **2** | **1** |
| Student includes all of the solutions with 0 erroneous solutions. |  | Student is missing 1-2 solutions or includes an erroneous solution. |  | Student is missing most solutions or includes multiple erroneous solutions. |
| All justifications are clear, use appropriate vocabulary, and are mathematically sound. | Most justifications are clear, use appropriate vocabulary, and are mathematically sound. | Some justifications are clear, use appropriate vocabulary, and are mathematically sound. | Few justifications are clear, use appropriate vocabulary, and are mathematically sound. | Most justifications are unclear and are not mathematically sound. |
| All justifications are specific; the argument is airtight. | Most justifications are specific; the argument is solid. | Some justifications are specific; the argument has some weakness. | Few justifications are specific; the argument is weak overall. | Most justifications are not specific; the argument is very weak. |

PART II

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5** | **4** | **3** | **2** | **1** |
| Student includes all of the solutions with 0 erroneous solutions. |  | Student is missing 1-2 solutions or includes an erroneous solution. |  | Student is missing most solutions or includes multiple erroneous solutions. |
| All justifications are clear, use appropriate vocabulary, and are mathematically sound. | Most justifications are clear, use appropriate vocabulary, and are mathematically sound. | Some justifications are clear, use appropriate vocabulary, and are mathematically sound. | Few justifications are clear, use appropriate vocabulary, and are mathematically sound. | Most justifications are unclear and are not mathematically sound. |
| All justifications are specific; the argument is airtight. | Most justifications are specific; the argument is solid. | Some justifications are specific; the argument has some weakness. | Few justifications are specific; the argument is weak overall. | Most justifications are not specific; the argument is very weak. |
| Student clearly verifies and explains the accuracy of each solution via substitution. |  | Student is rushed and/or not completely clear in verifying accuracy of solution and/or does not use substitution. |  | Student does little to verify the accuracy of the solution. |

**Total Points: \_\_\_\_\_\_\_/35 Comments:**